

SCHOOL NAME: RCAP

RATIONALE

- Alternate schools support students who may not see themselves as learners; past experiences may prevent them from fully engaging in education
- Struggling students lack engagement until positive relationships have developed
- RCAP staff have observed students act out and/or do what they can to avoid learning activities and assessments

GOAL

- GOAL – To increase student participation in learning activities and literacy assessments that they perceive as “risky” as learning requires risk and vulnerability.
- First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - Aligning with District Strategic Focus Area: Focus Area 1: Student Experience
 - Specific objective from district strategic plan: Promote educational and school experiences that reflect and respect the diversity within our community.

OBJECTIVES

- To increase student engagement and participation in school
- To increase student “voice” in classes and in school
- To increase our students’ sense of belonging and community at school
- To increase the validity of classroom / teacher assessments and observations (to better reflect the ability and understanding of our students)
- To improve learning and social emotional development for our students

STRATEGIES

- To continue to focus on relationship building.
- Students and staff participate in non-academic activities that foster positive relationships (food prep, shared meals, crafts, outings, etc)
- Normalize our offering of various adaptations and assessment strategies
- Explicitly teach about barriers such as anxiety and perfectionism as well as possible coping techniques
- Plan and provide practice sessions/ workshops/ activities before perceived “high risk” activities

WHAT DOES SUCCESS LOOK LIKE?

- Increased and more regular attendance
- Increased participation/ engagement in classes and courses
- Increased acceptance and use of adaptations and a variety of assessment strategies
- Increased participation and completion of classroom activities and assessments
- Teacher recognition of assessment results that reflect student ability

COMMUNICATION/REFLECTION

- Attendance and engagement will be communicated in our bi-weekly letters to parents, three-way conferences (student, parent, teacher) and in our term reports
- Use of adaptations and learning strategies will be communicated in SLPs, IEPs, and term reports
- Participation and results from district core competency self-assessment and MDI
- Assessment validity discussed and reported in SBT meetings